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ABSTRACT

This set of lesson plans incorporates teaching the five themes of geography in using the novel, "The Pearl," by John Steinbeck. Questions about the novel are related to the themes of location, place, regions, relationships within place, and movement of peoples. One section has an annotated bibliography with other literature selections with geography and social studies themes for the elementary grades and the middle school. A second section of the paper presents detailed lesson plans for each of the six chapters of "The Pearl" with activities tied to each of the geography themes. (EH)

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GEOGRAPHY HAPPENS
SO MAKE IT HAPPEN THROUGH LITERATURE

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CHAPTER 1 SUMMARY

Several significant events occur in chapter one of Steinbeck's The Pearl. As chapter one opens, Steinbeck illustrates typical Mexican family life in the village of La Paz on the Baja Peninsula. A covy of little birds chitter and flurry their wings as Kino and his wife, Juana, awaken in their brush house in the tuna clump. Juana pushes the mat aside, arises, and checks on their son, Coyotito, who is sleeping in a hanging box. Juana goes outside and fans the coal to start a fire for the breakfast of corn cakes. When Kino awakens, he hears songs in his mind. The songs are the songs of his clan which are passed from generation to generation. After a few minutes, Kino arises and goes outside; he watches the waves softly crash onto the shore. Next, he prepares for another day of pearl diving which is his occupation. He sees roosters fighting and a flight of doves before he goes back into the house. A coyote dog also catches his attention. This day seems like all other days. Next, Kino returns to the brush house to eat his breakfast of hot corn cakes and pulque. He seems to have a peaceful life.

Interrupting his peaceful life, the scorpion's thorned tail stings his baby, Coyotito, and the main action of the novel begins. After the sting, Juana sucks the poison from the wound and utters a Hail Mary. Immediately, someone from the Indian village goes to find help; however, he quickly returns with news that the doctor refuses to visit the grass huts of the Indian village. Desperately Kino and Juana take Coyotito to the doctor's home. As they travel, they are amazed at the change of scenery. The plaster houses tell of the European's wealth. They pass the plaza and hear the echoes of cool water splashing on the burning flagstone. One no longer hears the crowing of roosters. A caged bird sweetly sings in the manicured garden of bougainvillaea which crusted the walls with purple, brick-white, and white. When Juana and Kino request the doctor's care, the doctor says, "Have I nothing better to do than cure insect bites for 'little Indians'? I am a doctor, not a veterinary." This is the superior attitude the Europeans have when dealing with the indigenous people. As a last resort, Juana and Kino plead to the doctor, but they are turned away at the gate because they are poor. Desperately, they offer eight misshaped seed pearls, which are ugly and gray like ulcers, as a form of payment. Still with a superior attitude, the doctor refuses treatment. He is angered they have interrupted his breakfast of bacon, chocolate, and biscuits. After being refused by the doctor, Kino punches the gate with his fist; they stand at the gate feeling frustrated and isolated by their incapability to solve their problem and their poverty. Knowing the doctor's answer, a pool of shame descends on the crowd, and they melt away leaving Kino, Juana, and Coyotito alone.

FIVE THEMES OF GEOGRAPHY

1. Location: Position on Earth's Surface

   Absolute and relative location are two ways of describing the positions of people and places on the Earth's surface.

2. Place: Physical and Human Characteristics

   All places on the Earth have distinctive, tangible, and intangible characteristics that give them meaning and character and distinguish them from other places.

3. Relationships within Places: Humans and Environments

   All places on Earth have advantages and disadvantages for human settlement. For example, high population densities have developed on flood plains, where people could take advantage of fertile soils, water, resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts.

4. Movement: Humans Interacting on Earth

   Human beings occupy places unevenly across the face of the Earth. Some live on farms or in the country; others live in towns, villages, cities. Yet these people interact with each other; that is, they travel from one place to another, they communicate with each other, or they rely on products, information, or ideas that come from beyond their immediate environment.

5. Regions: How They Form and Change

   The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria. We are all familiar with regions showing the extent of political power such as nations, provinces, countries, or cities, yet there are almost countless ways to define meaningful regions depending on the problems being considered. Some regions are defined by one characteristic such as a governmental unit, a language group, or a landform type, and others by the interplay of many complex features.

LOCATION

1. What country borders the United States to the south?

2. Which landform (*peninsula*) in Mexico divides the Gulf of California and the Pacific Ocean?

3. In what direction would one travel from Chicago to La Paz, Mexico?

4. How many miles would one travel in a straight line from Paris, France to La Paz, Mexico?

5. What is the *absolute location* of La Paz?

PLACE

1. What types of vegetation are mentioned in the story?

   What types of vegetation are typical of Chicago?

   In what ways are these types of vegetation similar? How are they different?

2. What types of animal life are mentioned in the story?

   What types of native animals would one see in Chicago?

   Which animals that exist in the Chicago area could cause a threat similar to the scorpion sting?

REGIONS

1. Which term best describes the region in which La Paz is located?

2. In which *region* is Chicago located?

3. What other regional terms might be used in describing the area where the story takes place?

RELATIONSHIPS WITHIN PLACE

1. How have the natives in La Paz adapted to their environment?

2. Why are the houses made of brush?

3. How do the people of European descent live?

4. Why do the natives resent the Europeans?

5. Why do the Europeans look down on the natives?

MOVEMENT

1. How did the Europeans influence the natives' lives?

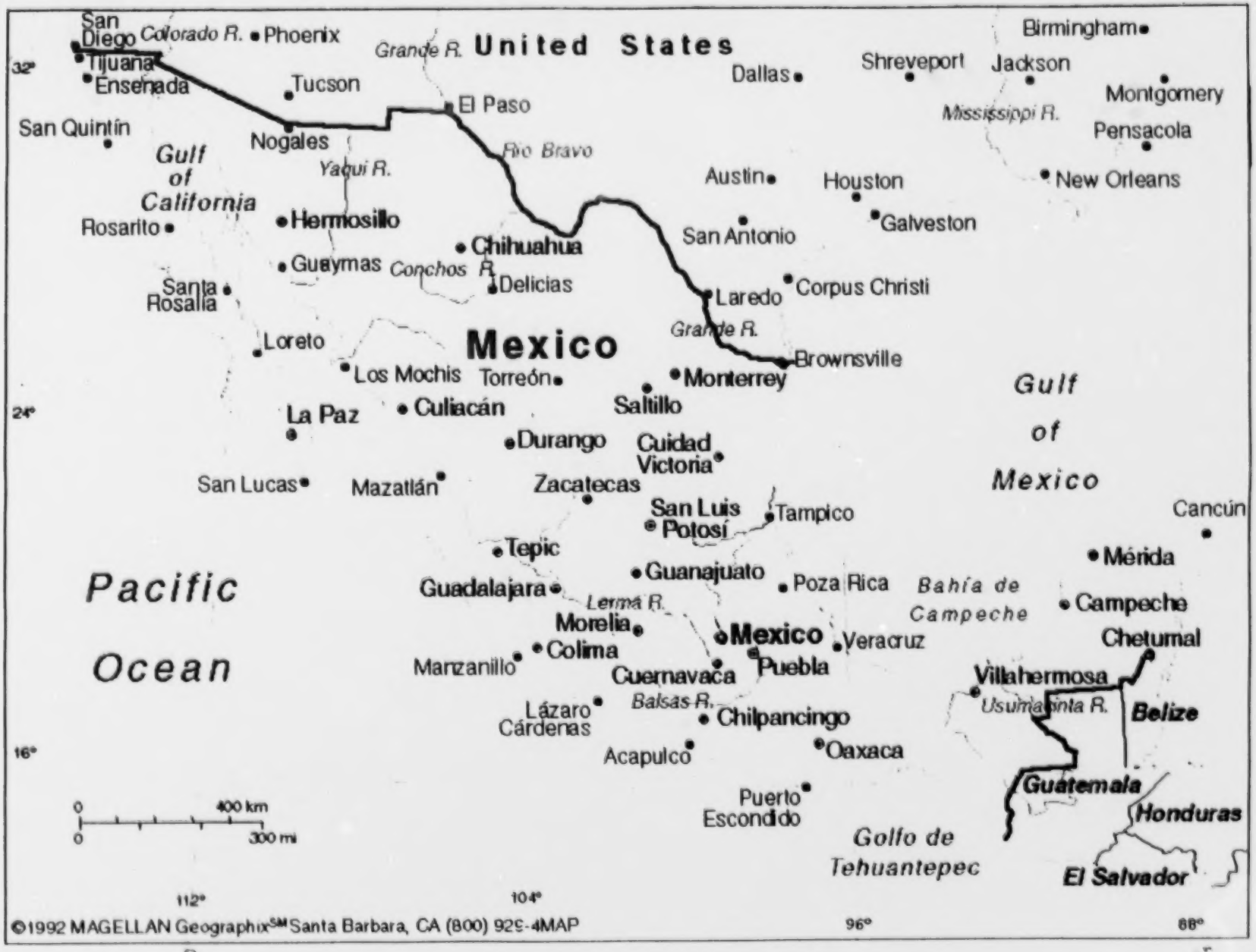
2. What artifacts mentioned in the story indicate European influence?

REVIEW

1. Define *relative location* and *absolute location* and give an example of each.

2. Describe the place, La Paz. How does it compare to Chicago?

3. What is the major source of conflict between the two major culture groups in the story?



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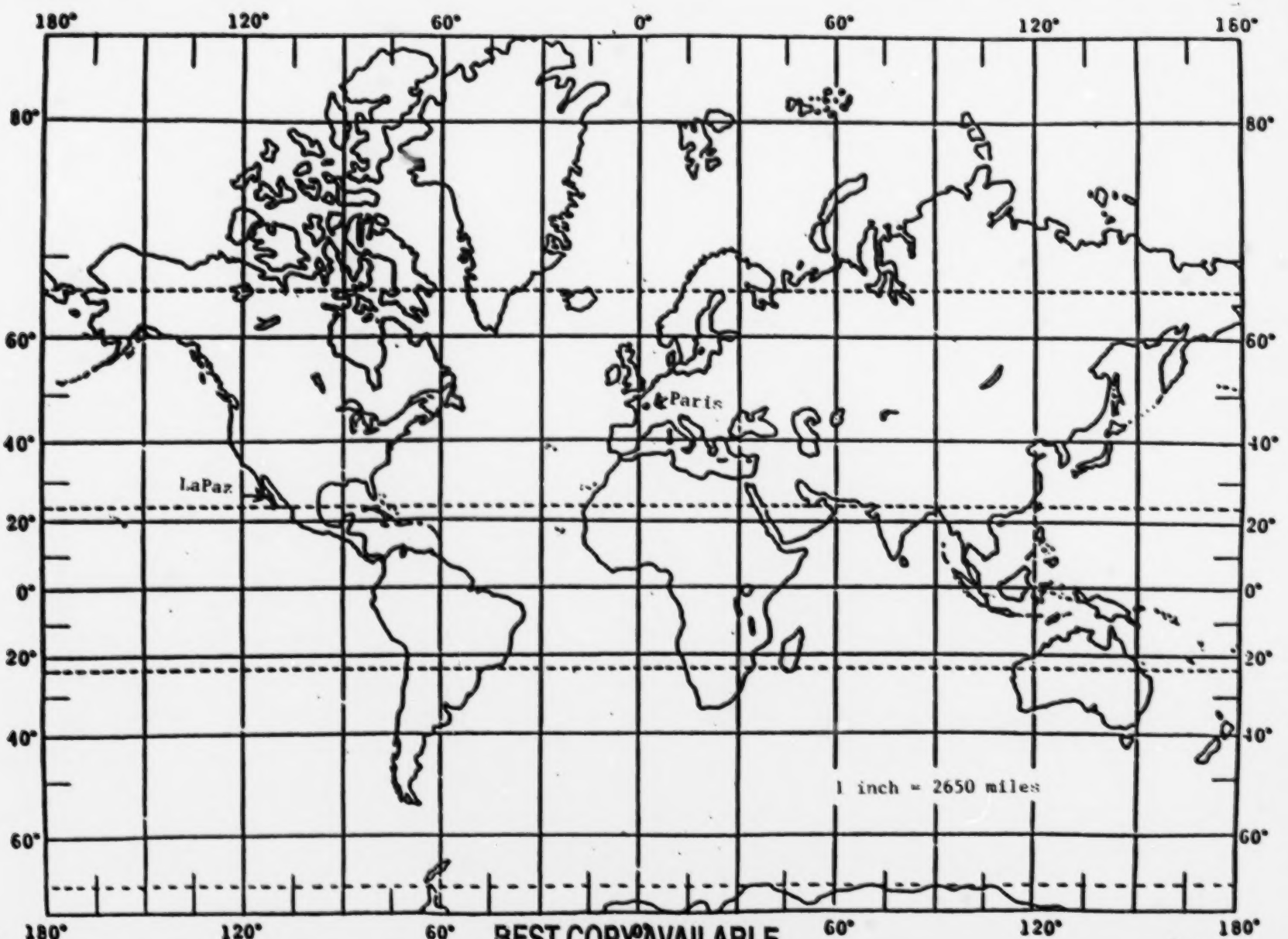
THE WORLD



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Literature with Geography and Social Studies Themes

Elememtary

Amber on the Mountain by Tony Johnston
This picture book discusses life on the mountains for a little girl and her friend. Mountain families and cultures are mentioned.

Rechenka's Eggs by Patricia Polacco
This picture book discusses festivals in Old Moscow. The reader is exposed to the delicate paintings of Ukrainian eggs.

When the Whippoorwill Calls by Candice F. Ransom
This picture book was inspired by a true story, showing life on the Blue Ridge Mountains.

Caddie Woodlawn by Carol Ryrie Brink
This book takes place during the Civil War period. It shows frontier life in Wisconsin throuogh the eyes of a tomboy and her family.

Calico Bush by Rachel Field
This is the story of an orphaned French girl who agrees to serve a family as they travel through Maine to claim their homestead.

Did You Carry the Flag Today, Charley? by Rebecca Caudill
The first days of a mountain boy's experience in a Kentucky school. This displays life in the mountains long ago as told by a young boy.

Island of the Blue Dolphins by Scott O'Dell
Set in the early 1800's, off the coast of California, a young girl survives alone on an island for several years.

Johnny Tremain by Esther Forbes
This book tells the story of a silversmith's apprentice who lived in the exciting days that marked the beginning of the American Revolution.

The Matchlock Gun by Walter D. Edmonds
This book tells of the survival of a family in the times of the Indians.

Misty of Chincoteague by Marguerite Henry
This story tells the history of the little wild horses on the island of Chincoteague, Virginia.

My Side of the Mountain by Jean Craighead George
This is the story of Sam Gribley, a nature loving boy who runs away to the woods and lives off the land.

The Sign of the Beaver by Elizabeth George Speare
Ths is the tale of a 13 year old boy left to survive on his own in the wilderness. He befriends an Indian boy that teaches him the ways of his tribe.

The Secret River by Marjorie Kinnan Rawlings
When hard times come to the forest, and her father has no more fish to sell, Calpurnia sets out with her dog, Buggy-horse, to find a secret river that will always be full of fish. This story takes place in the swamps of Florida.

Trouble River by Betsy Byars
Twelve year old Dewey Martin rafts down a river of rapids, wolves, and Indians to make it down Trouble River.

A Wave in Her Pocket by Lynn Joseph
This collection of short stories takes the rader through Trinidad. The short stories make this book easy to read and understand.

The Witch of Blackbird Pond by Elizabeth George Speare
This is the story of a high spirited young girl whose rebellion against bigotry and her surroundings culminates in a terrifying witch hunt and breath-taking trial.

Middle School

Secret of the Andes by Ann Nolan Clark
An Indian boy tending llamas in Peru learns the secrets and traditions of his Inca ancestors.

Julie of the Wolves by Jean Craighead George
While running away from home and an unwanted marriage, a thirteen-year-old Eskimo girl becomes lost on the North slope of Alaska and is befriended by a wolf pack.

. . . and now Miguel by Joseph Krumgold
Miguel Chavez, the middle son of a New Mexico sheep-farming family, takes a coming-of-age journey with the Chavez men from the gorge of the Rio Grande to the Sangre de Cristo Mountains.

Carry on Mr. Bowditch by Jean Lee Latham
A fictionalized biography of the mathematician and astronomer who authored The American Practical Navigator.

Sarah Plain and Tall by Patricia MacLauchlan
When a mail-order bride comes to the prairie to live with their father, the children hope her longing for her native New England will not prevent her from staying.

Island of the Blue Dolphin by Scott O'Dell
Left alone on a beautiful but isolated island off the coast of California, a young girl learns to survive on her own.

Streams to the River, River to the Sea: a Novel of Sacagawea by Scott O'Dell
A young Indian woman, accompanied by her infant son and cruel husband, experiences joy and heartbreak when she joins the Lewis and Clark Expedition seeking a way to the Pacific.

El Guero: a True Adventure Story by Elizabeth Borton de Trevino
El Guero and his family are forced to flee to Baja, California in 1876. When his father is jailed, El Guero must travel through unknown wilderness.

Shadow of a Bull by Maia Wojciechowska
Young Manolo, son of the most famous bullfighter in Spain, must decide between following in his father's footsteps or following his heart and becoming a doctor.

Dragon's Gate by Laurence Yep
When he accidentally kills a Manchu, a fifteen-year-old Chinese boy is sent to America to join his father, an uncle and other Chinese working to build a tunnel for the transcontinental railroad through the Sierra Nevada mountains in 1867.

LESSON PLANS

FOR

TEACHING GEOGRAPHY

THROUGH

JOHN STEINBECK'S

"THE PEARL"

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Robert A. Bolding
Duane M. Giannangelo, Ph.D.

LESSON PLAN: THE PEARL
Chapter One

Prerequisite: Students will have read chapter one of The Pearl (Pages 542-550).

Objectives: After responding to questions about the two major culture groups mentioned in the story, the learner will demonstrate an ability to identify, describe, and offer plausible reasons for differences and similarities of the culture groups.

After a discussion of the environment surrounding La Paz, the learner will demonstrate an ability to examine ways in which people in the story adapted to their environment.

Following a discussion on the topic of location, the learner will demonstrate an ability to differentiate between absolute and relative locations by identifying such on outline maps of the world.

Materials: Outline maps of the world and Middle America, textbook.

The following will meet geographic concept objectives of man and the environment, and cultural diversity, as well as the literary concept objectives of harmony between human beings and nature and the poor villager versus the wealthy townspeople.

Instructional Procedure:

Prerequisite: Students will have read chapter one of The Pearl (pages 542-550).

Step One: Location

Teacher will hand out a world outline map to each student. The following questions will be asked pertaining to the maps:

1. What country borders the United States to the south? **Mexico.** The teacher will hold up a map of Middle America and point to the location of Mexico. Have each student place their finger on Mexico on their maps. Tell them that Mexico's relative location is identified by the countries, bodies of water, and landforms that it borders.

2. Which landform (peninsula) in Mexico divides the Gulf of California and the Pacific Ocean? **The Baja Peninsula.** Have students highlight or color and identify the peninsula on their maps.

3. In what direction would one travel from Memphis to La Paz, Mexico? **Southwest.** Have students draw a line from Memphis to La Paz on their maps.

4. How many miles would one travel in a straight line from Paris, France to La Paz, Mexico? **8000 miles.** Model how one can use the edge of a sheet of paper to measure scale from Memphis to La Paz, then have students repeat the exercise on their world maps.

5. What is the absolute location of La Paz? **24 degrees north latitude; 110 degrees west longitude.** Demonstrate for the students how lines of latitude and longitude can be used to identify the absolute location of a place. Use Memphis as an example. **35 degrees north latitude; 90 degrees west longitude.** Have students locate the grid coordinates for La Paz, and write them alongside the city on their maps.

Step Two: Place

The teacher will lecture on the environment of La Paz as described in the novel which will include vegetation (the brush used for buildings, the cactus used for making drinks, and the tropical flowers that hang in the garden), and animal life (the coyotes from which the child received his name, the ant lion which digs a hole to trap ants on the floor of the house, and the sleeping yellow dog) as it relates to the story. Students will make two columns on a sheet of paper and list descriptive place information about La Paz in one column and Memphis in the other during a question and answer period following the lecture. Ask the following questions:

1. What types of vegetation are mentioned in the story? **Brush, cactus (Tuna Clump), tropical flowers (bougainvillea).**
   What types of vegetation are typical of Memphis? **Hardwood trees, azaleas, etc...**

   In what ways are these types of vegetation similar? How are they different?

2. What types of animal life is mentioned in the story? **Ant lion, scorpion, coyote.**

   What types of native animals would one see in Memphis? **Squirrels, raccoons, snakes, etc...**

   Which animals that exist in the Memphis area could cause a threat similar to the scorpion sting? **Snakes, ticks, recluse spiders.** How?

Step Three: Regions

Teacher will lecture on the various ways in which a region can be defined. There are many ways that a region can be defined and most regions overlap others. Most places are located in areas of many overlapping regions and can be identified as falling into any number of thematic regions.

In the case of La Paz, the story readily identifies it as being located within the boundaries of at least five different types of regions. The regions are economic, linguistic, religious, physical, and climactic. Economic regions are ones in which specific economic activities predominate. In this case, the economic activities are pearl diving, raising of pigs or chickens, or fishing. Linguistic regions are characterized by a dominant language. La Paz can be identified as being located within at least two linguistic regions; the Latin region, specifically Spanish, and a native American language region, identified in the novel as the old language. Religious regions are characterized by the religious preference of the inhabitants. Again, La Paz is located within the boundaries of at least two religious regions, one being Catholicism and the other being a native American religion identified in the novel as the Old Magic. Physical regions are demarcated according to landforms. La Paz is in a region of coastal plains; however, later in the novel an area nearby is in a mountainous region. Climactic regions are based upon the climate of an area. La Paz is in an area identified as having a subtropical arid climate.

Explain that the area in which the story takes place is sometimes called Latin America and also Middle America. Following the lecture, have students answer the following questions on a sheet of paper:

1. Which term best describes the region? **Desert region, region of Spanish speaking people, Christian region, etc... There is no one right answer.**

2. In which region is Memphis located? **Mid-South, Deep South, Bible Belt, Cotton Belt, Lower Mississippi.** Why?

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3. What other regional terms might be used in describing the area where the story takes place? **Roman Catholic, Pearl, American Indian, desert.**

Step Four: Relationships Within Place

Teacher will introduce information about Kino's journey from his house to visit the doctor. When providing the information, consider the farm animals, such as the pigs, goats, and chickens that live around the house. Note the brush houses and the plaster and stone buildings in the European section, the corn cakes and sauce eaten by Kino's family, as well as the chocolate and biscuits eaten by the doctor. Draw attention to the religious ideas by identifying the Old Magic as a traditional native religion which is still practiced alongside Catholicism with no apparent conflict. Note how the doctor is strictly Catholic. Mention the doctor's negative attitude toward Kino and the natives' resentful attitude toward the doctor and reasons for the conflict. The following questions can be addressed:

1. How have the natives in La Paz adapted to their environment? **They raise goats, chickens, pigs, and corn for food and to sell at the market. Houses are made of brush, the fences are brush, the baby box hangs from the ceiling, the floors are earthen. They eat ground corn and sauce as a staple, and drink pulque. They deal with health problems themselves such as sucking poison from the child. The people are farmers, fishers and pearl divers. They combine ancient magic with Catholicism, they value quiet, simple family life.**

2. Why are the houses made of brush? **Materials are readily available, inexpensive, and provide ventilation.**

3. How do the people of European descent live? **Houses of stone and plaster, cool gardens, and swept stone streets, sleep on beds. Fried bacon, sweet biscuits, and chocolate served on a platter. Professionals and merchants live there: strict Catholics, they value money, success, and artifacts.**

4. Why do the natives resent the Europeans? **Refer to previous answers.**

5. Why do Europeans look down on the natives? **Refer to previous answers.**

Step Five: Movement

Teacher will provide information about the doctor, his having come from France, and how such ties to Europe have brought a different culture to the area. When providing information, be sure to include the difference alluded to in the novel. These differences are changes in marketing, such as pearls and fish being sold to far away markets; furniture, such as the heavy wooden furniture of the doctor's; architectural designs of the churches; the use of paint, bricks, and stone in construction; values based on artifacts and gracious living, rather than the simple life; clothing, which is tailored and of fine materials like those the doctor wears; and religious changes, specifically the integration of Catholicism. Ask the following questions:

1. How did the European influence affect the native's lives? **Jobs selling pearls, Catholic religion, diminished feelings of self-worth.**

2. What artifacts mentioned in the story indicate European influence? **China, silver service, cigarettes** (tobacco is native to America, but cigarettes are of European origin), **silk gowns, heavy furniture.**

Step Six: Review

Teacher will ask students to:

1. Define relative and absolute location and give an example of each. **Absolute location is the exact location of a place using the geographic grid coordinate system, such as, Memphis' absolute location is 35 degrees north latitude; 90 degrees west longitude. Relative location is the location of a place relative to another place, such as, Mexico is south of California.**

2. Describe the place, La Paz. How does it compare to Memphis? **La Paz has tropical flowers, brush, cacti, ant lions, scorpions, and coyote. It is different from Memphis in vegetation and animal life.**

3. What is the major source of conflict between the two major culture groups in the story? **Ethnic origin and lifestyle.**

** Teachers have students read chapter two of The Pearl (pages 551-556).

LESSON PLAN: THE PEARL
Chapter Two

Prerequisite: Students will have read chapter two of The Pearl (pages 551-556).

Objectives: After responding to questions about the ecosystem around the La Paz estuary, the learner will draw a representative diagram of the ecosystem at the estuary.

Following a discussion on political regions, the learner will demonstrate an ability to correctly classify and identify such regions.

Following an introduction to material about place relationships and movement, the learner will demonstrate an ability to differentiate between types of canoes and be able to discuss how pearls are formed.

Materials: Outline maps of the world and Mexico, textbook.

The following will meet geographic concept objects of the interworkings of an ecosystem and man's relationship within the place he lives, as well as the literary concept objective of harmony between human beings and nature.

Instructional Procedure:

Prerequisite: Students will have read chapter two of The Pearl (pages 551-556).

Step One: Location

The teacher will hand out a world outline map and a map of Mexico to each student. The following questions will be asked pertaining to the maps:

1. What is the name of the Mexican state located across the Gulf of Mexico from the Baja Peninsula mentioned in the book? **Nayarit.** Have students identify the location of Nayarit on their maps and shade the area with a pencil.

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2. Which direction would one travel from La Paz toward Nayarit? **Southwest.** Have students draw a dashed line with an arrow pointing from La Paz to Nayarit.

3. Which Mexican State is located directly north of Nayarit? **Durango.** Have students locate and shade this state.

4. What is the name of the European nation located southwest of France? **Spain.** Have students place their finger on Spain on their world outline maps.

5. What is the capital city of Spain? **Madrid.**

6. What is the absolute location of Madrid? **40 degrees north latitude; 4 degrees west longitude.** Have students draw a circle around the location of Madrid on their world outline maps.

Step Two: Place

The teacher will provide information about the place where Kino works. Steinbeck does a good job of describing the place so after providing basic information, the teacher need only guide students with probing questions. For some teachers, the term estuary, which is a downed river mouth, may be new. There are several good examples of estuaries in the United States with which students may be familiar. Tell the students that two famous estuaries in the United States are Chesapeake Bay and the Columbia River mouth.

The rest of this section on place deals with the ecosystem around La Paz. An important aspect of any place is the ecosystem. The ecosystem is the reason a place exists as it does. It is important for the students to understand that the stability of ecosystem is important for human as well as animal and plant survival. Steinbeck provides almost all the information necessary for teaching about the ecosystem of the estuary at La Paz. The only major aspects of the system he left out is that the river is fed by runoff water which picks up valuable nutrients from the watershed before making its way to the mouth.

1. What is the specific name given to the type of body of water located next to La Paz? **An estuary. An estuary is a drowned river mouth.** Some estuaries may be formed by the uplifting of the coastal land or been carved by glaciers during the ice age. Estuaries often provide good harbors because the water is deeper than at a normal river mouth.

2. Can you think of any estuaries located in the United States? **Chesapeake Bay, mouth of the Columbia River in Oregon, etc...**

3. What types of vegetation associated with the sea are mentioned in chapter two? **Algae, and eel grass.**

4. What types of animal life that live in the sea are described in chapter two? **Fiddler crabs, sea horses, spotted botete, and lobsters.**

5. What is the association between the animal and plant life in the sea? **They create an ecosystem of one feeding off of the other.**

6. What animals other than marine animals, mentioned in chapter two, depend on the sea for survival? **The pigs and dogs that scavenge along the tide's edge and the sea gulls.**

7. How are the humans who live in the area also dependent upon the sea? **They depend on the sea for food directly and as a means of making a living with pearl diving.**

   Have students draw a diagram of the ecosystem of the area as described by the author. The diagram should show seaweed and algae growing in the sea. Sea life such as fish, crabs, lobsters feeding upon the algae and seaweed, and larger fish feeding on smaller fish should also be represented. Oyster beds should be on the bottom of the sea, and people fishing and diving for pearls and oysters can be drawn. Pigs and dogs scavenging the shores and seagulls feeding upon fish make a complete picture according to the author's description. The teacher can add information about plant life and plankton being washed into the sea through the river following rainfall and runoff if so desired, for a more complete picture.

8. Does a similar type of ecosystem exist anywhere near Memphis? **Sardis Lake, McKellar Lake, the Mississippi River, and Reelfoot Lake, etc...**

9. In what ways is this ecosystem different from the one near La Paz which is developed around salt water from the gulf? **Memphis area has fresh water systems with other types of fish, vegetation, and animal life.**

Step Three: Regions

In this chapter, the author mentions a type of region that was alluded to only briefly in the first chapter. That is the political region. The political region is probably the one most familiar to the student and the teacher. Political regions are identified by boundaries established by governments. They can be city, county, state, and national boundaries. In chapter two, Steinbeck refers to the Mexican state of Nayarit, which is a state political region. The story takes place in the state of Baja California Sur. The students will be able to understand this type of region easily when they recognize that La Paz is located in a state similar to that of Tennessee. The teacher should also place emphasis on the national political region of Mexico and draw similarities to the nation regions of France, Spain, and the United States of America.

After introducing information about political regions, ask the following questions:

1. What type of region is Nayarit? **State political.**

2. How is Nayarit a similar region to Tennessee? **They are both state political regions.**

3. Regionally speaking, how are Spain, the United States of America, and Mexico similar? **They are all national political regions.**

4. In what two political regions is La Paz located? **Mexico and Baja California Sur.**

Step Four: Relationships Within Place

The teacher will provide information about the methods used by Kino for hunting pearls, how pearls are formed, the location of the houses of the fishing people, and the use of a poultice. This information about the act of pearl diving provided in the book is quite detailed. Mention the diving rock which is used to bring Kino swiftly to depths needed for hunting pearls. Describe how both the diving rock and basket which is used for gathering oysters are tied to ropes for easy retrieval under water. Describe how the canoe is the best type of boat for Kino's work because it can cut easily and smoothly through the waves with a limited amount of work.

The pearls are formed when a grain of sand makes its way into the folds of the muscles, and the oyster coats it in an effort to reduce irritation. The longer a pearl remains in the oyster shell without being dislodged, the larger it will grow until the oyster dies.

Be sure and point out the fact that the houses of the fishing people are located adjacent to the beach. Provide information about why the fishing people would have chosen a position so close to the beach based on access to the ocean and the opportunity to catch fish whenever they need. Also, point out the convenience of not having to carry boats a long distance from the shore and the ability to keep watch on the boats, which were their most prized items.

Another aspect of relationships within place mentioned in this chapter is the way Kino's wife makes use of a seaweed poultice to help draw poison out of the baby's shoulder. This is important because it shows how the villagers have learned to take advantage of the positive aspects of their environment.

After providing information, ask the following questions:

1. How did Kino's wife make use of available materials to prepare a remedy for the scorpion sting? **She prepared a poultice out of seaweed.**

2. What similar remedy is often used in the southern United States for bee stings? **Tobacco poultice.**

3. Why did Kino value his canoe so much? **It was his means for making a living.**

4. Describe how Kino went about gathering oysters. **Canoeing, use of diving rock, gathering of pearls and raising back up of the basket, and the diving rock.**

5. What natural conditions led to the development of Kino's prize pearl? **The sand landed in the oyster and the oyster coated it to make it smooth. Because of the location of the oyster under an overhang, the pearl was not disturbed by rough tidal conditions which could have dislodged it before it reached such a large size.**

6. Why were the fishing houses located so close to the shore? **Access to fishing and the ability to watch their boats.**

Step Five: Movement

The teacher will provide information about the source of Kino's canoe and method of protecting it. Also, describe how fishing canoes differ from the pearl canoes.

In this chapter there are several instances of methods of movement. The boat that Kino prizes was brought to its present location by his grandfather from the state of Nayarit. This indicates that the family must have at some time moved across the Gulf of California. The method of refinishing his canoe with a shell-like plaster was also handed down through his family. This supports the contention that not only people and artifacts undergo movement, but that ideas and culture are also diffused. The canoe provided a means for transportation of the pearls to shore. This is the first and most important step in the movement of the pearls to market.

The teacher should also place emphasis on the difference in the fishing canoes which is that the fishing canoes have a curved bow and stern and were able to be fitted with a mast for sailing. These canoes are designed differently because they are used for different jobs. The sails and curved bows and sterns are most suitable for traveling distances through the sea in search of

schools of fish. The canoes used by the pearl divers had flat bows and sterns because they needed to remain stable as the divers climbed in and out. Additionally, the pearl divers did not have to travel great distances, only to the oyster beds.

Following the lecture, the teacher will ask the following questions:

1. How did Kino's grandfather make a difference in his life? **He brought the boat that is his only possession from Nayarit and passed it down through his father to him. His grandfather's method of preserving boats was also passed down.**

2. Why were the canoes used by the fishermen different from those used by pearl divers? **Fishermen had further to go.**

Have students draw a picture of a pearl diving canoe and fishing canoe, and write a short paragraph underneath describing the difference.

Step Six: Review

Teacher will ask students:

1. Describe the ecosystem at the estuary near La Paz. How is it similar to Reelfoot Lake? **Fish feed off of algae and seaweed, smaller fish eat larger fish, animals scavenge the shore, and humans use the sea as a source of food. At Reelfoot, the same type of system occurs with different sea and land animals in a fresh water setting.**

2. What are the names of the political regions in which La Paz is located? **Mexico and Baja California Sur.**

3. Why was Kino's canoe so important to him? **It was the major tool for his source of income. It had also been passed down from his grandfather.**

** Teachers have students read chapter three of The Pearl (pages 558-571).

LESSON PLAN: THE PEARL
Chapter Three

Prerequisite: Students will have read chapter three of The Pearl (pages 558-571).

Objectives: After introduction to material about the desert area around La Paz, the learner will demonstrate an ability to identify characteristics of an arid region.

Following a discussion of Steinbeck's central nervous system, the learner will demonstrate an ability to apply this concept at the macro and micro levels.

Following an introduction to information about mountainous and desert regions, the student will demonstrate an ability to evaluate each region and make valid arguments about preference for living in one or the other.

Materials: Outline maps of the world and Middle America, textbook.

The following will meet geographic concept objectives of diffusion of ideas and regional diversity, as well as literary concept objectives of love and the family and worldly goods and greed.

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Instructional Procedure:

Prerequisite: Students will have read chapter three of The Pearl (pages 558-571).

Step One: Location

Teacher will have students get out their outline maps of the world and Middle America.

In this chapter of the novel, there is very little reference to location. However, when Kino discusses the items that he would like to purchase with his new found wealth, he refers to a rifle from the United States. Take this opportunity to instill in the students a renewed sense of the concept of relative and absolute location. Have the students take out their maps of the world and Middle America, and take note of the proximity of the United States to Mexico.

Ask the following questions, and guide the students through the following procedures:

1. How many miles is it from La Paz to the border of the United States going along the coastline to El Centro? **Approximately 730 miles.** Have students draw a line along the coast to the border and label the miles on their maps.

2. In what direction would one travel from La Paz to California? **North.** Have students draw compass points at the top of their maps labeling the cardinal directions of North, South, East, and West.

3. What is the absolute location of San Diego, California? **33 degrees north latitude; 117 degrees west longitude.** Have students label the grid coordinates of San Diego on the maps at San Diego.

4. What direction would one travel from San Diego to Memphis, TN.? **East, northeast.** Explain that the direction toward Memphis is mostly east, but that one must also travel a bit north as well.

Step Two: Place

As in the previous two chapters, the author does a good job of describing place, especially in terms of flora and fauna. In this chapter he also begins to introduce some of the physiography of the area as he talks about the desert and the mountains. Steinbeck refers to the desert in a biblical quote by the priest when he visits Kino's house. Take this chance to introduce the students to some more ideas about the place in which Kino lives. Make note of the arid conditions and the various types of life that exist in an arid region. Many students may have the ideas that an arid region is devoid of life, but this chapter can help discount that idea as the author refers to crickets, tree frogs, and toads. There are other references to other life in the area that students would be more likely to associate with a desert region, such as mice and hawks.

Bushes are again reintroduced in this chapter, and for the first time in the novel, cacti are mentioned. Take advantage of these references to help the student paint a more complete picture of the landscape and life forms around La Paz.

Following the lecture, ask students the following questions:

1. What types of animal life are mentioned in the third chapter? **Toads, tree frogs, hawks, and mice.**

2. Which if any of these types of animals can be found around the Memphis area? **All of**

them.

3. What types of vegetation are mentioned? **Mangrove trees and cacti.**

4. How would the ecosystem that exists along the coast differ from that of the arid region? **The coastal ecosystem developed around the water, and the arid one flourishes in a dry environment.**

5. Why are cacti able to survive so well in such an arid environment? **The deep root system and ability to retain water.**

Step Three: Regions

The teacher will at this point introduce some new ideas concerning the concept of region. In this chapter there are some hidden references to region that may not be readily recognized by the reader. There are three physical regions referred to specifically in the chapter. Another region based on literacy rates is suggested.

Physically speaking, the desert is one region, the coastal region is another, and the mountains are a third. It will be interesting for the student to realize that the arid region crosses over into the mountain region. La Paz itself is located on a coastal plain which becomes increasingly arid as elevation increases going south and west into the mountains.

When Kino says that he would like to have his child go to school and learn to read, the fact that Kino does not know how to read reveals to the reader that the natives live in a region with a high illiteracy rate. Designation of an area according to literacy is a common way of demarcation of regional boundaries.

Following introduction of regional concepts as they relate to the story, ask the following questions:

1. Why do you think more people chose to settle in the coastal region rather than the mountainous region? **Answers should vary, but the idea of access to food, water, and transportation should be mentioned.**

2. People who live at the foothills of the mountains might describe their region as mountainous or arid. What conditions might make a person consider one region more important that the other in describing his environment? **Again, answers will vary. Some students may consider the difficulty in movement in the mountains or the scenery as most important. Others might note the difficulty in obtaining water or life forms of arid regions as more significant.**

3. Do you think that the average person in La Paz is an educated as the people in Memphis? **No.** What information in the book leads you to draw such a conclusion? **Kino's desire to have his son educated and lack of his own education.**

Step Four: Relationships Within Place

The teacher will introduce concepts about relationships within place as they apply to chapter three. Concepts of place relationships are dispersed throughout this chapter. When discussing the items that Kino wishes to purchase, the teacher should note the harpoon and the rifle because these items are indicative of the types of items that would make his life easier, yet are not available to those who live at a subsistence level. These tools can not be made by the natives without the aid of manufacturing processes; however, they could play an important role in their everyday lives if they were available, and the natives are accurately aware of this fact.

Additionally, as Kino mulls over the idea of his son in school, he places him in a school environment in which the student sits at a desk wearing a coat and tie. This tells the reader that education is something provided to the rich and fortunate and that the lifestyle that Kino envies is the type that is associated with those of European descent.

Step Five: Movement

The teacher will provide information about movement as it applies to chapter three of The Pearl. Movement of information and ideas can take place at many levels. In chapter three of the novel, Steinbeck describes the town as having a central nervous system. He discusses the way information and ideas about the pearl that Kino found are diffused throughout La Paz. The information is not just transmitted to the natives, but throughout the town. Beggars are delighted, the doctor quickly changes his attitude about treating the son of Kino, the priest takes interest in the couple, and shopkeepers look at their unsold merchandise. This is a prime example of how movement of information and ideas can make great changes in people's lives in a very short time.

The concept of movement in this case is developed even further when one considers that the priest and his influence is a result of an imported belief system that has taken hold of the area. Additionally, Kino's ideas about what he can do with the pearl are mostly based on a value system which is not a part of his native peoples', rather that of the Europeans.

When asking questions following the introduction of materials, ask these questions:

1. Which level of society is likely to have received information about the pearl first? **Any answer, such as the natives or the merchants can be correct.** Why? **Answers will vary based on location from the scene of the pearl being found to interest of those receiving the news.**

2. Steinbeck says the town has a central nervous system. What does he mean? **Answers should include information about communication of ideas and information.**

3. On a sheet of paper, list three different people who received news of Kino's pearl and what they thought about the news. **Answers will vary. Doctor - renewed interest, shopkeepers - hoping to sell wares, and beggars - laughing in hope of alms.**

Place students into groups of about five. Have them select a leader to write down information. Discuss the nervous system concept as Steinbeck describes it in his novel. Each group will t- make three columns on a sheet of paper with the labels, "School," "Nation," and "World". Un- each heading have students list oes of information and ways in which information is diffused at each level. After the group lis- re completed, draw three columns on the board with the same headings as the group lists. - group leaders place information obtained from their group discussions under the appropri- lumns on the board. Discuss the results.

Remember that movement of id- d nformation occurs at various levels and is important in shaping the way we think. Point out to the students that much as in La Paz, many of America's id-a- l values came from Europe a- continue to do so. Also, mention that ideas from America ma- eir way back to Europe and around the world.

4. What types of ideas have Americans obtained from Mexico? **Food, vocabulary, clothing, etc...**

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Step Six: Review

Teacher will ask students:

1. What direction would one travel from La Paz to the Mexican-American border? **North.**
2. Define three physical regions around La Paz. **Mountainous, desert, and coastal.**
3. How could wealth change the relationship within place for Kino? **He could then live the lifestyle of the townspeople and not have to earn a living from the sea.**
4. How can Steinbeck's central nervous system concept be applied at a world scale? **Information and ideas are diffused from several points in the world, and communication and transportation systems interconnect this information.**

Step Six: Review

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4. How can Steinbeck's central nervous system concept be applied at a world scale? **Information and ideas are diffused from several points in the world, and communication and transportation systems interconnect this information.**

** Teachers have students read chapter four of The Pearl (pages 572-584).

LESSON PLAN: THE PEARL
Chapter Four

Prerequisite: Students will have read chapter four of The Pearl (pages 572-584).

Objectives: Following introduction of information about literacy rates and gross domestic produce, the student will draw a graph showing the difference in such rates among three countries.

After reading chapter four, the student will demonstrate an ability to work with absolute location, relative location and direction on an outline map.

Following introduction of information about the pearl buyers, the learner will demonstrate an ability to analyze reasons for attitudes among various groups of people.

Materials: Outline maps of the world and textbooks.

The following will meet geographic concept objectives of analysis of graphs and coastal climactic conditions, as well as the literary concept objectives of the poor villager versus the wealthy townspeople.

Instructional Procedure:

Prerequisite: Students will have read chapter four of The Pearl (pages 572-584).

Step One: Location

In chapter four, there are two new opportunities to teach location. Chinese grocery store owners are mentioned at one point in the story, and in another, Kino talks about taking his pearl to the capital, Mexico City. Make use of these opportunities to teach the students about the relative and absolute locations of China and Mexico City.

Teachers will have students take out their outline maps of the world and Middle America. Ask students the following questions pertaining to the their maps:

1. What is the absolute location of Mexico City? **20 degrees north latitude, 99 degrees west longitude.** Have students write the grid coordinates of Mexico City on their maps.

2. What country borders China to the north? **Russia.** Have students draw a line along the northern boundary of China where it touches Russia.

3. How many miles is it from La Paz to Mexico City? **Approximately 800 miles.** Have students use a sheet of paper and pencil to measure the distance and then circle Mexico City.

4. Which direction would one travel from Mexico City to La Paz? **Northwest.** Have students draw an arrow pointing out from Mexico City in the direction toward La Paz.

5. How much farther would Kino have had to travel if he had decided to attempt to sell his pearl in San Diego, California? **About 50 miles.** Have students measure both distances and subtract the difference.

Step Two: Place

The place of La Paz is described with several references to illiteracy and poverty. When one reads the novel, the first inclination is to suspect that the situation is worse than it might actually be. Poverty and literacy of a place can be examined more closely by comparison of the data relative to other countries. In chapter four, there is reference to China and Mexico. It might be interesting for the students to compare the literacy rates and the gross domestic product (the value of domestic goods produced divided by the working population) of these two countries with that of the United States. La Paz and the surrounding areas are fairly representative of Mexico as a whole in literacy and domestic product; therefore, the use of Mexico is suitable for comparison with the other two countries.

Following the introduction of materials about the Chinese grocery owners and other aspects of the story which define the trip to the pearl buyers, have students clear their desks and then get out a sheet of paper. The teacher will then provide them with information about the literacy rates and gross domestic products of the United States, China, Mexico, and the world averages. (Per capita gross domestic product in the United States is over $8,000; in Mexico it is about $5,000; in China it is under $400; and the world average is $3,600. Literacy rates for the United States is over 90 percent; in Mexico about 75 percent; in China about 50 percent; and the world average is about 69 percent).

The teacher will model how a bar graph is made on the board using other countries with made up figures. Have the students make their own bar graphs for each theme (gross domestic product and literacy rates). There should be four columns in each graph, representative of each of the four

countries. There should be numerical increments along the sides of the bars so that the differences in the values can be clearly understood. Have the students place the total values at the top of each bar and shade or color the bars so they can be easily identified.

After the students have drawn the graphs, ask the following questions:

1. How does Mexico's literacy rate differ from that of the United States? **It is lower.**

2. What, if any, correlation exists between the literacy rates and domestic product of the countries examined? **The higher the literacy rate, the higher the GDP.**

3. Relative to world standards, how does Mexico fair in terms in literacy and GDP? **They rank above the world average in both.**

4. What might some advantages be for a person moving from China to Mexico? **More opportunity for education and income.**

5. Despite what the figures say, do you think Kino and the natives living in La Paz exist at a better than world average level? Why? **Answers will vary. No correct answer.**

When Steinbeck describes the morning sun, he mentions that the heat drew moisture from the estuary and hung it in scarves. This is a reference to the humidity in the air. Introduce the students to this passage and ask the following questions:

1. How is the air around the estuary similar to that of Memphis? **It is humid.**

2. What bodies of water near Memphis can be a source of moisture in the air? **Mississippi River, McKellar Lake.**

Step Three: Relationships Within Place

The teacher will introduce information about Kino's family and the way they dressed for their trip to the pearl buyers. Steinbeck describes the clothing in the chapter mentioning the white clothes of Kino, the head shawl of Juana, and sandals. The way the family attires itself is typical of a hot, arid region and indicates how dress can be a part of the way people adapt to their environment. The white clothes are worn because they reflect the sun and keep one from being burned, the head shawl protects the head from the sunlight and keeps the hair from being blown about by the breeze along the coast. Sandals are cooler than other types of shoes and are also suitable for walking on the sandy soil of the area.

After introducing the information to the students ask the following questions:

1. Why do you think Kino wears white clothing? **To reflect the sunlight.**

2. Where else might sandals be common footwear? **Answers will vary. The Middle East can be suggested.**

3. Consider the conditions under which the troops in the Gulf War lived and worked. In what way is the area around La Paz similar to the Middle East? **Both are arid and sandy.**

Another aspect of relationship within place is included in Steinbeck's description of the pearl buyers. He discusses the way in which the pearl buyers work together, although they appear to be separate offices. This system was created to make sure the buyers could keep the price down. This also helps broaden the gap between the haves and the have nots and makes Kino more aware

of the differences in people in his community. There is reference to the first explorers coming to the Mexico and how they backed up their demands with gunpowder.
After introducing these ideas ask the following questions:

1. How does the incident with the pearl buyers relate to cultural diversity? **The buyers have control over the pearl divers, and this angers the divers.**

2. What is Kino's reaction to the pearl buyers? **He is angry and keeps silent.**

3. Steinbeck says that remaining silent is the only defense the natives have in these situations. Do you think this reaction has exacerbated (intensified) the problem in cultural relationships? Why? **There is no right answer in this case.**

Step Four: Review

Teachers will ask the following questions:

1. When traveling from the Chinese capital city of Beijing to La Paz, is it a shorter distance if one travels in a southeasterly or southwesterly direction? **Southeasterly.**

2. How do you think the reaction of the natives to the European authority has helped to increase the differences in the two cultures? **The Europeans think the natives are passive or are ignoring them.**

3. What clothing worn by the natives indicates a hot, arid climate? **Sandals, white clothes, head shawls.**

** Teachers have students read chapter five of The Pearl (pages 586-592).

LESSON PLAN THE PEARL
Chapter Five

Prerequisite: Students will have read chapter five of The Pearl (pages 586-592).

Objectives: Following a discussion about Kino's preparation to flee La Paz, the learner will demonstrate an ability to evaluate reasons for the place around the shore looking as it does.

Following an introduction to material about Kino's preparation for flight, the learner will demonstrate an ability to evaluate reasons for selection of certain items to bring along on the trip.

Following a discussion of the flight, the learner will demonstrate an ability to analyze reasons for selected methods of transportation.

Materials: Outline map of Middle America and textbook.

The following will meet geographic concept objectives of movement of people and cultural diversity, as well as the literary concept objective of acceptance versus defiance of one's own fate.

Instructional Procedure:

Prerequisite: Students will have read chapter five of The Pearl (pages 586-592).

Step One: Place

The teacher will introduce students to material which describes place as Kino readies himself to flee from the scene of a murder. The first reference to place in chapter five is that of the rooster. In chapter one, the chickens that were raised by the natives were mentioned, and the crowing of a rooster is a reminder to the reader of the fact that the natives raise chickens, as well as of the quiet, simple lifestyle.

Kino runs to the shore and passes through a brush line on the way. The line of brush, along with the mention of little boulders, help define the place along the shore a little better for the reader. The brush line is important because it gives Kino a place to temporarily hide the body of the murder victim. Fine, sandy dust and winds that hide the tracks of Kino when he departs are also elements of the place surrounding La Paz. Tell the students that the area along the shore is windy because the temperature of the water does not change as rapidly as that of the land.

The shore is defined in even greater detail as Steinbeck mentions the kelp (kelp is a type of seaweed used in many products, such as toothpaste, to make it have a smooth consistency) and weeds that line it.

Although the shore was described well as an ecosystem in a previous chapter, Steinbeck's detailed description of the shore as a place in this chapter develops a clearer picture in the mind of the reader if he contemplates all of the elements.

The houses are once again described in this chapter but in a different manner. This time, the author tells the reader that the houses all look alike, which helps construct a broader picture of the place where Kino lives.

After introducing information about Kino's preparation to flee, ask the following questions about the place:

1. Why do you think all of the houses in Kino's neighborhood look alike? **Available materials, years of experience in building the same type of houses.**
2. What was the significance of the brush line in the murder? **As a hiding place for the body.**
3. What causes the wind to blow around the shoreline? **Changes in temperature on the land and on the water.**
4. How do you think the boulders happened to line the shore? **They were washed up by the ocean.**
5. What types of things are washed up along the banks of the Mississippi River? **Answers will vary.**

Step Two: Relationships Within Place

Much discussion about the relationships between the natives and those of European descent takes place in the previous chapters. In chapter five, emphasis is placed on the relationships of the natives to each other. Examples include Kino's attitude toward the destruction of his boat which Steinbeck describes as defenseless. Despite the destruction of his own boat, Kino does not consider taking one of his neighbor's boats. This is an indication of the value system that the natives have developed in their community.

The students will be interested in the manner in which Apolonia responds to the presumed death of Kino's family in the house fire. As the closest female relative, she is obligated to lead the mourning. Not only does she accept this role and begin immediately, she acts on tradition by rushing into her house to find her new shawl so that she will be appropriately attired for the occasion.

This tradition of formally lamenting the dead is a native custom which may be a new concept for students. This is a part of the native belief system which takes a more powerful hold on the people than the imported Catholic system in times of grief.

Another aspect of relationships within place can be found when one inspects the items that Kino brings with him as he prepares for flight. Note the food items of red beans and rice, dried peppers, and salt. These items were carried in a woven straw bag. He also takes a long, heavy knife which serves both as a tool and a weapon. Clearly, Kino is aware of the environment he will be encountering and prepares to be able to survive in the new places and situations he will confront.

After introducing the new ideas, ask students the following questions:

1. How are relationships within the native community different from those of the natives and Europeans? **The natives are caring and trusting toward each other, and they place value on things that can be used for work.**

2. How does the grieving process among natives differ from that which we exercise? **They have formal lamenting. Answers may vary, and there is no correct answer.**

3. How might Kino use a knife as a tool? **He can cut trees, kill animals, skin animals, use it to dig, etc. There will be various answers, many of which can be considered correct.**

4. What types of food would you take along if you were planning to hide out in the area around Memphis? Why? **Any number of answers can be considered correct.**

Step Three: Movement

The teacher will introduce ideas about Kino's movement in the area around La Paz. As Kino and his family consider fleeing La Paz, they contemplate the ways in which they will escape. His first consideration was to escape in his canoe until he discovers it has been damaged. Later, when he realizes that he will be fleeing on foot, he sees the winds which shift sandy dust over his tracks as an advantage. There is also some discussion about heading to cities toward the north. It is also important to note Kino's brother's advice that Kino should avoid the shores because that would be the most likely place for the trackers to look for him.

Introduce these ideas and lead a discussion on the topic by asking these probing questions:

1. Why do you think Kino first attempts to flee in a canoe? **Because this is the mode of transportation with which he is most familiar. Also, it leaves no trail.**

2. What is the advantage of the wind conditions when Kino leaves by foot? **The wind can cause sandy dust to cover the trail.**

3. Why does Kino's brother tell him not to flee along the shore? **Because the methods of transportation that natives are most accustomed to rely on movement along**

the shoreline, and that is what the authorities will suspect.

4. Why does Kino choose to head north along the shore? **La Paz is located almost at the end of the Baja Peninsula, and there are no larger cities to the south.**

Step Four: Review

Teacher will ask the students:

1. What causes the windy conditions along the shoreline at La Paz? **Differences in land and marine temperatures.**

2. How are relationships with natives toward each other different than those of natives toward those of European descent? **The natives trust each other.**

3. Name some advantages and disadvantages of fleeing by canoe. **The advantages are that Kino is familiar with water travel, and it leaves no trail. The disadvantage is that the hunters will expect Kino to use this mode of transportation.**

4. Why did Kino select the items he did to take with him when he flew from La Paz? **Because he wanted to travel light and have enough food to survive in the mountains.**

** Teachers have students read chapter six of The Pearl (pages 593-608).

LESSON PLAN THE PEARL
Chapter Six

Prerequisite: Students will have read chapter six of The Pearl (pages 593-608).

Objectives: Following an introduction to the environment around the mountains, the learner will demonstrate competence in describing life around a watering pool.

After an introduction to aspects of the native beliefs, the learner will be able to evaluate the native belief system and synthesize concepts found in the system of beliefs with that of his own.

Following a discussion of Kino's journey through the mountains, the learner will demonstrate abilities in evaluating reasons for modes and methods of movement used in an attempted escape.

Materials: Outline map of Middle America and textbook.

The following will meet geographic concept objectives of enclaves within an arid region and religious belief systems, as well as literary concept objectives of instinctive wisdom versus worldly knowledge, and natural innocence versus worldly corruption.

Instructional Procedure:

Prerequisite: Students will have read chapter six of The Pearl (pages 593-608).

Step One: Location

The students will take out their outline maps of Middle America. The teacher will ask the following questions pertaining to the maps:

1. What is the absolute location of Santa Rosalia? **Approximately 27 degrees north latitude; 112 degrees longitude.** Have students place a finger on their maps at Santa Rosalia.

2. What direction would one travel from Santa Rosalia to La Paz? **South.** Have students draw a line from La Paz to Santa Rosalia on their maps.

3. What is the distance in miles from La Paz to Santa Rosalia? **Approximately 275 miles.** Have students measure the distance using a sheet of paper.

4. What is the difference in distance from La Paz to Santa Rosalia and La Paz to Mexico City? **About 200 miles.**

Step Two: Place

In this final chapter, Steinbeck describes the mountains as Kino and his family flee the coastal areas. As in Steinbeck's other descriptions of place, he places special emphasis on wildlife and vegetation. When introducing information about the flight into the mountains, place special emphasis on the animal life mentioned, such as owls, bighorn sheep, horned toads, jackrabbits, rattle snakes, pumas, raccoons, and the cicada. Also, make note of how vegetation changes as Kino reaches higher elevation. Mention the thorny trees, the wild grape, the dwarf palms, hibiscus, and pampas grass.

A change in the physiography of the area also takes place. Mention Steinbeck's comment that the air was dryer as Kino and his family moved farther away from the coast. Make sure that the students note his description of granite mountains, erosion rubble at the foot of the hills, the overhanging cliffs, ledges, and caves that dominate the area. The place in the mountains changes dramatically when they arrive at the watering hole, and the cold clean water contrasts with the hot, dry brush land.

After introducing the new information about place, ask the following questions:

1. How does wildlife in the mountains differ from that of the coastal region around La Paz? **Sheep, jackrabbits, toads, etc..., compared to wildlife mentioned in the first two chapters.**

2. Why does wildlife and vegetation flourish near the watering pool? **Access to water.**

3. What does this say about the surrounding area? **That water is a rarity in the area.**

4. What place in West Tennessee might be comparable to the watering pool? **Reelfoot lake is a wetland, draws animals, and is a habitat for a great deal of vegetation because of the water.** Students can not be expected to come up with this particular example, although some may. Any answer that shows students understand the concept of an attraction of flora and fauna to water is acceptable.

Step Three: Relationships Within Place

In this chapter, there are several angles that one can take when discussing relationships within place. There is the religion of the natives, which is referenced several times in the chapter. For example, Steinbeck talks about the fear of the dark and devils that haunt the night, the tree that bleeds, and the evil luck that comes from the blood. Kino also carries an amulet which is a good

luck charm to ward off evil.

Another aspect of relationship with place deals with the knowledge of the hunters that anyone who is traveling through the area will be compelled to go to a watering pool if they are to survive. Not only is the relationship of people and the environment dealt with in this passage, but the relationship of animals and the way they survive around the watering pool is dealt with as well.

Another relational aspect is the affiliation of the hunters to the land and the way they are able to track Kino because they live their lives in the mountains and have adapted to the difficult hunting conditions. Note that they make use of the horses' senses to aid them in their hunt.

It is also pointed out that Kino does not trust the hunters to bring him back alive, and he also believes that will steal the pearl. This tells the reader that the natives from the coastal region do not trust the hunters who live in the mountains. Kino obviously does not feel the same toward the hunters of the mountains as he does natives from his region. However, one might suspect that hunters are also natives from Steinbeck's description of their skin color.

After introducing the students to this information, ask the following questions:

1. In what ways are your religious beliefs similar to those of the natives? **There are many stories similar to the native's in most religions. Christians have beliefs in evil and the devil and have stories about doves with the blood of Christ and the dogwood trees.**

2. In what way is the relationship of other animals to the watering pool similar to that of humans. **It is necessary for their survival in the rugged environment.**

3. How have the hunters learned to adapt to a life in the mountains? **They have developed skills in tracking and can read signals from animals.**

4. What type of relationship does Kino have with the hunters? **He doesn't trust them.**

5. How is this similar to the native's relationship with those of European descent? **There is no right answer; however, it should include mistrust.** Why?

6. What groups of people in the Memphis area have difficulties relating to each other? **No right answer.** Why?

Step Four: Movement

Teachers will talk about the hunters and how they travel on horseback until the mountains become too steep and force them to continue on foot. Introduce them to the way Kino moves through the mountains in an attempt to lose the hunters. He goes up the mountains and then considers circling back to the lowlands, he hides in caves, he zigzags, and he jumps from ledge to ledge.

After introducing the student to these ideas, ask the following questions:

1. What methods of transportation did the hunters make use of in searching for Kino? **Horseback and foot.**

2. Why did they change their mode of transportation? **The mountains were too steep.**

3. How did Kino make effective use of the mountains as a place to run? **He was able to**

cross places and reverse his direction in an attempt to throw off his pursuers.

4. How would you make use of the environment around Memphis to throw off assailants? **No right answer.**

Step Five: Review

Teacher will ask students:

1. In what direction would one travel from La Paz to Santa Rosalia? **North.**

2. What skills did the hunters possess that Kino did not? **They knew how to follow trails, hunt animals in the mountains, and read signals from animals.**

3. How did Kino's movement through the mountains play a role in his flight? **He moved through the mountains in a manner that slowed the hunters ability to follow him.**

4. Why was the watering pool such an important place for Kino and the animals who lived in the mountains? **Because water was such a scarcity in the region.**